

HOPKINS ELEMENTARY

6120 Cabin Creek Rd.
Hopkins, South Carolina 29061

GRADES K-5 Elementary School

ENROLLMENT 357 Students

PRINCIPAL Angela G. Brown 803-783-5541

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	48	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

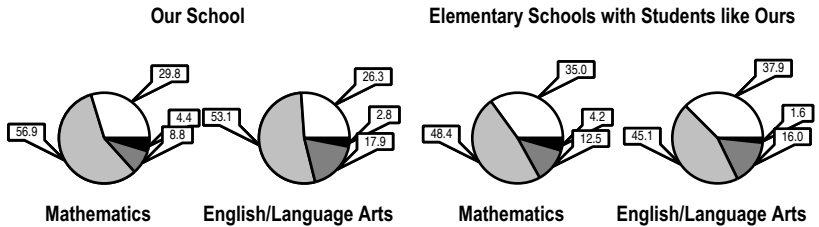
FOR MORE INFORMATION, VISIT WEBSITES AT:




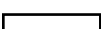
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Good	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	48	26
Percent satisfied with learning environment	90.3%	87.2%	92.3%
Percent satisfied with social and physical environment	87.1%	85.4%	84.6%
Percent satisfied with home-school relations	73.3%	79.2%	80.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	202	99.5	26.3	53.1	17.9	2.8	20.7	17.6
Gender								
Male	96	100.0	32.2	55.2	12.6	N/A	12.6	17.6
Female	106	99.1	20.7	51.1	22.8	5.4	28.3	17.6
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	197	99.5	27.0	52.3	17.8	2.9	20.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	174	99.4	26.6	49.4	20.8	3.2	24.0	17.6
Disabled	28	100.0	24.0	76.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	202	99.5	26.3	53.1	17.9	2.8	20.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	202	99.5	26.3	53.1	17.9	2.8	20.7	17.6
Socio-Economic Status								
Subsidized meals	176	99.4	27.9	55.2	13.6	3.2	16.9	17.6
Full-pay meals	25	100.0	16.0	40.0	44.0	N/A	44.0	17.6

Mathematics								
All students	202	100.0	29.8	56.9	8.8	4.4	13.3	15.5
Gender								
Male	96	100.0	29.5	60.2	6.8	3.4	10.2	15.5
Female	106	100.0	30.1	53.8	10.8	5.4	16.1	15.5
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	197	100.0	30.1	56.3	9.1	4.5	13.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	174	100.0	26.9	57.7	10.3	5.1	15.4	15.5
Disabled	28	100.0	48.0	52.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	202	100.0	29.8	56.9	8.8	4.4	13.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	202	100.0	29.8	56.9	8.8	4.4	13.3	15.5
Socio-Economic Status								
Subsidized meals	176	100.0	30.1	57.7	9.0	3.2	12.2	15.5
Full-pay meals	25	100.0	28.0	52.0	8.0	12.0	20.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	78	N/A	28.6	49.4	22.1	N/A	22.1
	Grade 4	56	N/A	16.4	72.7	9.1	1.8	10.9
	Grade 5	60	N/A	25.4	62.7	10.2	1.7	11.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	65	100.0	25.0	41.1	28.6	5.4	33.9
	Grade 4	83	100.0	30.3	51.3	15.8	2.6	18.4
	Grade 5	54	98.1	21.3	70.2	8.5	N/A	8.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	78	N/A	39.5	46.1	10.5	3.9	14.5
	Grade 4	56	N/A	40.0	41.8	12.7	5.5	18.2
	Grade 5	60	N/A	30.5	52.5	13.6	3.4	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	65	100.0	41.1	46.4	8.9	3.6	12.5
	Grade 4	83	100.0	25.0	55.3	11.8	7.9	19.7
	Grade 5	54	100.0	24.5	71.4	4.1	N/A	4.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 357)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.7%	Down from 4.9%	3.2%	2.4%
Attendance rate	95.5%	Down from 97.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.2%	Up from 3.7%	5.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.2%	Down from 5.8%	8.0%	8.0%
Older than usual for grade	3.1%	Up from 1.6%	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	46.7%	Up from 41.9%	46.7%	50.0%
Continuing contract teachers	63.3%	Down from 67.7%	78.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	68.6%	Up from 61.3%	80.0%	86.2%
Teacher attendance rate	90.3%	Down from 95.2%	95.0%	95.3%
Average teacher salary	\$39,116	Up 2.3%	\$38,109	\$39,909
Prof. development days/teacher	24.8 days	N/R	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	17.7 to 1	Down from 18.4 to 1	17.0 to 1	18.9 to 1
Prime instructional time	84.8%	Down from 90.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,158	Up 11.8%	\$6,643	\$5,892
Percent spent on teacher salaries*	68.3%	Down from 72.6%	64.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hopkins Elementary School, located in one of the most rural sections of Richland County, sits beside a picturesque historical church. The school provides a quality education for 413 intelligent young minds. The staff, students, and parents of Hopkins Elementary School have celebrated many successes during the 2002-2003 school year. Among those achievements we celebrated are: a significant increase in student achievement on the PACT, with a 15% increase in Math and a 7% increase in Language Arts; earning a Good improvement rating and an Average absolute rating on the 2002 SC School Report Card; being the recipient of a \$25,000 VH-1 Save the Music Foundation Grant that brought in 27 brand new string instruments; and receiving a \$10,000 Sisters of Charity Grant, which will allow us to implement the Hopkins Educators' Leadership Program Academy (HELP Academy) and partner with five daycare centers in our community to examine their curriculum and provide professional development to the daycare providers. We also developed a dynamic business partnership with Square D which has been instrumental in providing mentors/tutors to work with our students. We have two new partnerships, one with City Year and one with Sysco. Our students earned 17,000+ Accelerated Reader points in four-and-a-half months, compared to 3,227.6 points earned for the entire 2001-2002 school year. We received a Palmetto Silver Award and were selected as a National School Change Award 2003 Honor Roll recipient.

Hopkins Elementary School has been truly transformed over the last two years. The staff has focused its attention on increasing students' academic achievement by establishing and maintaining clear expectations, enhancing academic rigor in a thinking curriculum and engaging students in various forms of accountable talk. Teachers and students enjoy coming to school, and students are succeeding academically in ever-growing numbers. Parents feel welcome and visit the school regularly. It is a place of vibrant activity, which is student-centered. The words people use to describe Hopkins Elementary School are: progressive, high expectations, child-centered, motivated, exciting, innovative, high student achievement and focused. None of these achievements would be possible without a dynamic, diligent and faithful staff that is committed to educational excellence. We will continue to work together as a team to investigate and apply effective academic strategies to ensure that each student at Hopkins Elementary School is successful. Each staff member at Hopkins Elementary School believes that, "When it comes to the education of our children, failure is not an option" (President Bush). After all, "It's All About The Children!"

Angela G. Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.